

EXECUTIVE SUMMARY

Title: Proposed Standards for Standard Course of Study in American Sign Language (ASL) Secondary Level

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy #HSP-F-009
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Elsie C. Leak (Associate Superintendent, Curriculum and School Reform Services), and Mrs. Mary N. Watson (Director, Exceptional Children Division)

Description:

Currently, the Department of Public Instruction does not have student standards for the instruction of American Sign Language (ASL) in the public schools. The proposed standards for the ASL *Standard Course of Study* have been developed and are presented to the State Board of Education for discussion.

Resources:

N/A

Input Process:

The standards were written by a team that included Department of Public Instruction and Department. of Health and Human Services staff as well as community college and university faculty.

Stakeholders:

Students, teachers, administrators, local education agencies and Institutions of Higher Education.

Timeline For Action:

This item is presented for discussion at the May 2007 meeting and will be presented for action at the June 2007 meeting.

Recommendations:

It is recommended that the State Board of Education review and comment on the ASL student standards.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ **Seconded By:** _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ **Disapproved** _____ **Postponed** _____ **Revised** _____

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**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: High Student Performance
Category: Standard Course of Study
Policy ID Number: HSP-F-009

Policy Title: Policy delineating the NC Standard Course of Study for Second Languages

Current Policy Date: 11/22/2004

Other Historical Information: Previous board dates: 07/07/1994, 11/04/1999

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

Please refer to the insert **NC Standard Course of Study - Second Languages K-12 Curriculum**. This Manual is available for purchase from the NC Department of Public Instruction. For price and availability, please call the Publication Sales Section of the Communications and Information Services Division at 1-800-663-1250. Instructions for ordering will be given at that time.

Questions regarding the **NC Standard Course of Study - Second Languages K-12 Curriculum** should be directed to:

NC Department of Public Instruction
Division of Instructional Services
Second Languages, ESL, Information & Computer Skills
6353 Mail Service Center
Raleigh, NC 27699-6352

(919) 807-3864
(919) 807-3866

The **NC Standard Course of Study - Second Languages K-12 Curriculum** is also available from the following link:

http://www.ncpublicschools.org/curriculum/second_languages/.

American Sign Language

LEVEL I

Competency Goal 1: *Interpersonal Communication – The learner will engage in one on one and group conversation and exchange information and opinions on a variety of topics.*

- 1.01 Express self in basic 1-3 sentence responses using ASL signs and phrases during question answer interactions.
- 1.02 Interact using a standard introduction, greetings, farewells and expressions of courtesy.
- 1.03 Ask and respond to basic questions about a variety of topics such as feelings and emotions, likes and dislikes, and personal information.
- 1.04 Give and follow simple directions, commands and requests.
- 1.05 Share basic opinions on familiar topics.
- 1.06 Fingerspell proper nouns (e.g., products, brands, names, places) with teacher-aided cues.
- 1.07 Exchange basic essential information using appropriate non-manual markers, and registers such as facial expressions, body posture and spatial orientation.
- 1.08 Produce commonly used classifiers appropriately in context.
- 1.09 Demonstrate appropriate conversational strategies during one on one conversation.

Competency Goal 2: *Interpretive Communication – The learner will comprehend signed information on a variety of topics in ASL.*

- 2.01 Demonstrate comprehension of basic personal and social questions by responding appropriately using ASL signs and phrases of 1-to-3 sentences in length.
- 2.02 Comprehend fingerspelling such as products, brands, names, places and words that have no signs and lexicalized fingerspelling with teacher-aided cues.
- 2.03 Demonstrate an understanding of simple directions (locations), commands and requests in ASL.
- 2.04 Comprehend basic questions on a variety of familiar topics and respond appropriately using ASL signs and sign phrases during interactions over personal and social topics.

- 2.05 Demonstrate an understanding of basic ASL syntax (e.g., O-S-V, rhetorical, topic-comment, conditional).
- 2.06 Identify key words, main ideas and important details from basic ASL narratives.
- 2.07 Understand basic ASL descriptions, physical attributes and surroundings (e.g., family and daily routines).
- 2.08 Demonstrate comprehension of phrases with accompanying basic non-manual markers and degrees of intensity.

Competency Goal 3: Presentational Communication (Expressive Skills) –
The learner will present information, concepts, and ideas to an audience on a variety of topics.

- 3.01 Express prepared short presentations (up to 5 minutes) in ASL about self, people, places, things, and events using conceptually accurate everyday signs and phrases.
- 3.02 Tell simple narratives/stories, and perform scenarios and anecdotes on familiar topics (e.g., daily routines and events).
- 3.03 Give simple directions and descriptions, describe attributes and locate simple objects in ASL.
- 3.04 Give simple commands and explain procedures.
- 3.05 Make requests (e.g., appointments, changing time schedule), plans and suggestions.
- 3.06 Fingerspell names, places and addresses, including abbreviations and categories and simple lexical fingerspelling.
- 3.07 Produce and comprehend number signs (e.g., age and time).
- 3.08 Express opinions about likes, dislikes and activities.

Competency Goal 4: Cultures -
The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.

- 4.01 Observe, identify, discuss and use simple patterns of behavior (e.g., eye contact and getting someone's attention) for interacting in various settings.
- 4.02 Demonstrate familiarity with media such as newspapers, magazines and their values in the Deaf community.

4.03 Demonstrate familiarity with abstract genre such as poetry, art, folklore, jokes, and their values in the Deaf community.

4.04 Observe and discuss the historical and current role and impact of technology, education, deaf and mainstreamed schools, the laws and leadership of the Deaf community.

4.05 Demonstrate an understanding of the history of ASL and the Deaf community (e.g., Deaf organizations and sports), its connection to Deaf culture and the Deaf community.

4.06 Demonstrate an understanding about the perspectives of Deaf culture (e.g., medical and cultural perspective of hearing loss).

4.07 Demonstrate knowledge of ASL and Deaf Community (including Deaf organizations & sports)

4.08 Understand the unique role of name signs in Deaf culture (arbitrary as opposed to descriptive names).

Competency Goal 5: *Comparisons – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.*

5.01 Compare suprasegmentals of ASL with other languages.

5.02 Compare morphology of ASL with other languages such as inflection, modulation and temporal aspects.

5.03 Compare basic syntax of ASL with other languages.

5.04 Compare basic discourse of ASL with other languages.

5.05 Compare frequently recognized regional sign variations.

5.06 Compare simple patterns of behavior among deaf culture and other cultures.

5.07 Compare concrete and abstract products of Deaf culture and other cultures.

5.08 Compare Deaf culture with values from other cultures.

5.09 Identify assistive technology used by deaf persons (e.g., light flashings and vibrating devices).

Competency Goal 6 *Connections – The learner will acquire, reinforce, and further his/her knowledge of other disciplines through the foreign language.*

- 6.01 Identify the use of technology to access and exchange information with and within the Deaf community (e.g., closed captions (CC) and relay).
- 6.02 Demonstrate understanding of concepts learned in other high school subjects using ASL.
- 6.03 Recognize and understand the learning strategies and processes from other disciplines.
- 6.04 Recognize and understand the importance of name signs in Deaf community.
- 6.05 Demonstrate awareness of print and non-print resources for and by people who are deaf.

Competency Goal 7: *Communities – The learner will use ASL and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.*

- 7.01 Demonstrate awareness of diversity in the Deaf community (e.g., communication modes, educational placement, and sub-groups).
- 7.02 Attend and/or participate in Deaf community events.
- 7.03 Demonstrate awareness about networking in the Deaf community (e.g., sports, organizations, resources, and clubs).
- 7.04 Explore career possibilities using ASL.
- 7.05 Share knowledge of ASL and Deaf culture with others (e.g., Deaf awareness week, Deaf, Deaf World, ASL clubs, informal sharing).

American Sign Language

LEVEL II

Competency Goal 1: *Interpersonal Communication* The learner will engage in 1:1 and group conversation and exchange information and opinions on a variety of topics.

- 1.01 Express self in 3-5 sentence responses using increasingly complex conceptually accurate grammar and syntax.
- 1.02 Interact using formal introduction and expansion on background information about self and others.
- 1.03 Ask and respond to complex questions about a variety of topics.
- 1.04 Give and follow complex directions, commands and requests.
- 1.05 Share more complex opinions and preferences about unfamiliar topics.
- 1.06 Fingerspell proper nouns (e.g., products, names, words that have no signs) with no teacher aided cues.
- 1.07 Exchange information using more complex non-manual markers, registers and cultural behaviors.
- 1.08 Use more complex classifiers appropriately in context.
- 1.09 Demonstrate appropriate listener feedback during group conversation.

Competency Goal 2: *Interpretive Communication* – The learner will comprehend signed information on a variety of topics in ASL.

- 2.01 Demonstrate comprehension of and ability to paraphrase expressed ASL signs, phrases and sentences (3-5 sentences) and dialogues.
- 2.02 Comprehend fingerspelling of nouns such as products, brands, names, places and words that have no signs and lexicalized fingerspelling with less teacher-aided cues.
- 2.03 Demonstrate an understanding of complex directions (e.g., locations and tasks), commands and requests in ASL.
- 2.04 Demonstrate an understanding of increasingly complex questions, including conditional questions on a variety of topics.

- 2.05 Demonstrate an understanding of increasingly complex ASL syntax (e.g., temporal aspects, and pronominalization).
- 2.06 Understand and summarize key words, main ideas and important details from increasingly complex ASL narratives.
- 2.07 Understand more complex ASL description of objects and concepts (e.g., instruments, food, texture).
- 2.08 Demonstrate comprehension of phrases with increasingly complex non-manual markers and degrees of intensity.

Competency Goal 3: Presentational Communication (Expressive Skills) –
The learner will present information, concepts, and ideas to an audience on a variety of topics.

- 3.01 Express prepared presentations (at least 5-10 minutes) in ASL (e.g., about self, Deaf community) using appropriate ASL vocabulary, syntax and discourse.
- 3.02 Tell short stories, and perform scenarios and anecdotes stories on familiar topics (i.e. health and family history) and Deaf/ASL Literature (e.g., cheers, handshape stories).
- 3.03 Give complex directions (locating, describing, and identifying things around the house and outside surroundings), and give directions about how to get to places in the community.
- 3.04 Make complex requests, complaints and suggestions.
- 3.06 Produce technical terms (e.g. health, medical, legal) and complex lexical words and acronyms using fingerspelling.
- 3.07 Produce accurate number signs for complex mathematics, (e.g., whole-part, ratio, fraction, and percent.)
- 3.08 Express opinions about food and situations using appropriate vocabulary, non-manual signals and register variation.

Competency Goal 4: Cultures – *The learner will gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives, of cultures other than his/her own.*

- 4.01 Observe, identify, discuss and use complex patterns of behavior (eye contact, getting someone’s attention, negotiating signing environment, cultural greetings, information sharing, and etiquette for social interaction) for interacting in various settings.

- 4.02 Demonstrate familiarity with complex and abstract media such as websites, newspapers, magazines and their values in the Deaf community.
- 4.03 Demonstrate familiarity with complex and abstract genre such as poetry, art, folklore, jokes, and their values in the Deaf community.
- 4.04 Narrate and discuss in-depth the historical and current role and impact of technology, education, deaf and mainstreamed schools, the laws and leadership of the Deaf community.
- 4.05 Demonstrate knowledge of Deaf heritage and discuss in-depth major historical events and persons which affect beliefs about Deaf culture.
- 4.06 Elaborate on the perspectives of Deaf culture (medical and cultural perspective, identity, appropriate technology, and politics) and their impact.
- 4.07 Demonstrate an understanding of the diverse Deaf communities in the United States and its related organizations.
- 4.08 Describe the unique role of name signs in Deaf culture.

Competency Goal 5: *Comparisons – The learner will develop insight into the nature of language and culture by comparing his/her own language(s) and culture(s) to others.*

- 5.01 Utilize and apply phonology of ASL with other languages.
- 5.02 Utilize and apply morphology of ASL with own language and culture.
- 5.03 Discuss and compare complex discourse of ASL to other languages.
- 5.04 Give examples in ASL of several frequently recognized regional sign variations.
- 5.05 Discuss complex patterns of behavior among Deaf culture and other cultures.
- 5.06 Discuss more complex concrete and abstract products of Deaf culture and other cultures.
- 5.07 Compare and discuss Deaf cultural values with values from other cultures.

Competency Goal 6 *Connections: The learner will acquire, reinforces, and furthers his/her knowledge of other disciplines through the foreign language.*

- 6.01 Explain how technology is used to access and exchange information with and within the Deaf community (e.g., Closed Captions, TTY, Relay).

6.02 Demonstrate understanding of more complex concepts learned in other high school subjects using ASL.

6.03 Express personal interests and knowledge from other disciplines in ASL.

6.04 Describe the experience of using hearing dogs and technology normally used by deaf persons at home and work (e.g., light flashings and vibrating devices).

6.05 Discuss and make reference to print and non-print resources for and by people who are deaf.

Competency Goal 7: *Communities – The learner will use ASL and demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.*

7.01 Discuss and make reference to diversity in the Deaf community (i.e., communication modes, educational placement, and sub-groups).

7.02 Communicate in ASL with people who are Deaf at non-interpretive community events to gain background information.

7.03 Develop a network of contacts in the Deaf community (e.g., sports, organizations, clubs).

7.04 Determine career possibilities using ASL.

7.05 Share and discuss in-depth knowledge of ASL and Deaf culture with others (e.g., Deaf awareness week, ASL clubs).